



RELATIONSHIP BETWEEN RESILIENCE, PSYCHOLOGICAL WELLBEING AND PERSONAL GROWTH INITIATIVE AMONG NURSING AND NON NURSING STUDENTS

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ABSTRACT

College is a crucial period in an individual's growth and development as they are met with a lot of difficulties that they are required to bounce back from and being in a healthy state of mind is extremely vital at this stage. College is a forum of opportunities provided to facilitate development. The purpose of this study is to determine a relationship between personal growth initiative, Resilience and Psychological wellbeing. The sample consisted of 248 participants which were divided into two groups on the basis of education - (129) B.Sc. Nursing students and (119) Bachelor Degree students. The sample was again divided into two age groups of 17-19 (125 individuals) and 20-23 (123 individuals) years consisting of only females. The following instruments were used: 1) The 25-item Connor-Davidson Resilience Scale; 2) the 42 item version of Ryff's Psychological Well-Being Scales clustered in six dimensions- autonomy, environmental mastery, purpose in life, positive relations, personal growth, and self-acceptance; 3) the 16-item Personal Growth Initiative Scale -II (PGISII). Data was collected using random and purposive sampling methods. The results revealed a correlation between Resilience, Psychological Wellbeing and Personal Growth Initiative. Significant differences were seen only in some dimensions of the above mentioned variables with regards to education and age in the total sample. The present study can help understand the importance of healthy psychological functioning and recommend strategies to cope with despondency related to Psychological distress which will foster Personal Growth to improve the quality.

KEY WORDS: Total Resilience, Psychological Wellbeing, Personal Growth Initiative.

INTRODUCTION:

The daily journey of an individual is marked by experiences of joys and sorrows, setbacks and challenges that ultimately leave an impression in one's life. Folks from all walks of life at some point of time face adversities, traumas and tragedies (Anasuri, 2018). The term resilience originally derives its meaning from the Latin word *resiliens* which refers to the pliant or flexible quality of a substance. Resilience needs a person to be resourceful, have a sense of durability of character, to be versatile in response to environmental circumstances, and to be ready to adapt completely (Anasuri, Anthony, 2018). Nursing students not solely face constant organic process challenges as different school students, however additionally face distinctive stressors that contribute to accumulated risk for negative outcomes. High resilience might prove in serving to students with confidence face challenges and with success move forward. (Stephens, 2012). Nurses with high levels of optimism and distress tolerance are considerably additionally possible to report higher resilience and thereafter report higher social adjustment (Falavarjani, 2019).

A positive and healthy state of mind generates in an individual the capacity to bounce back from difficult situations. This also works both ways - resilient individuals are able to maintain their physical and psychological health, giving them the strength to recover from hardships.

A positive correlation between resilience and psychological wellbeing indicates that resilience to some extent contributes to psychological wellbeing (Haddadi, 2010) and Optimism (Souri et.al, 2011) among college students of the age range 19-22 years.

Positive attitude and problem solving strategies positively correlates with psychological well-being and high levels of detachment and avoidance strategy negatively correlates with psychological well-being (Sagone, 2014). Personal growth positively correlates with reinterpretation.

Research suggests that resilience is promoted by psychological wellbeing as it promotes flexible thinking and facilitates adaptive coping (Folkman & Moskowitz, 2000).

Wellbeing is often expressed as "subjective wellbeing", "psychological wellbeing", "happiness" or "quality of life". In psychology it is generally labeled as "mental health" or "psychological health" (Galinha, 2011).

Ryff developed one of the first systematic models of psychological wellbeing. Ryff's (1989) six factor model of wellbeing consists of six categories of wellbeing. They are:

Self Acceptance - Possessing a positive attitude towards oneself. It is defined as the central feature of mental health and as a characteristic of self-actualization, optimal functioning and maturity.

Positive relations with others: Having warm and trusting interpersonal relations

with significant others.

Autonomy - Living according to one's own conviction possessing qualities like independence, self-determination and self-regulation.

Environmental Mastery - Managing one's environment and able to choose or create contexts suitable to one's own psychic conditions.

Purpose in life - Feeling that there is a purpose and meaning to life. Setting goals and having a sense of directedness.

Personal Growth - Making use of talents and opportunities to develop one's potential to grow and expand as a person.

A comparative study on the psychological wellbeing of nursing and non nursing students was done in Thailand. The results of this research revealed that nursing students had higher psychological wellbeing i.e. low levels of depression and social difficulties and high levels of self-esteem and life satisfaction when compared to non-nursing students.. (Ratanasiripong, 2011).

Other than nursing and medical students, regular undergraduate degree students within the same age range are not exempt from college stress. Research investigating the psychological wellbeing of undergraduate degree students at a UK university revealed that there is greater strain on the wellbeing of students when they start university compared to pre-university levels. (Bewick et.al, 2010). These results suggest a gradual worsening of Psychological wellbeing over the years at university.

General wellbeing is a strong predictor of PGI and is positively related to PGI. (Beri & Jain, 2016). Adolescents higher personal growth initiative and positive psychological well-being rarely experience mental health problems. (Nadia, 2012) There is a significant relationship between PGI and psychological wellbeing. Findings lend support to verified correlation between subscales of psychological wellbeing (autonomy, positive relations, self-acceptance, purpose in life, environmental mastery and personal growth) with the personal growth initiative scale.

Personal growth initiative refers to artistry of a person who is actively engaged in the process of cognitive, behavioural, or affective change (Borowa, et al. 2018). Personal growth can be a result of both intentional and unintentional behaviour. The 16 item PGI scale is comprised of four components or dimensions:

Readiness for Change - ability to evaluate one's own will to engage in personal growth processes.

Planfulness - ability to be tactical and prudent in the vigorous attempt to self transformation

Using Resources - ability to recognise and approach resources such as people or

materials that are external to self.

Intentional Behavior - deliberate and conscious attempts or plans to initiate self change. There is evidence that Personal Growth Initiative Scale is strongly and positively related to Psychological wellbeing and negatively related to Psychological distress

Personal growth and development takes place over the course of a person's entire life, according to Robitschek (1998) PGI is defined as intentional involvement in changing and developing as a person (Robitschek, 2009).

Research has revealed that college students with high PGI experience less social anxiety and apprehension and has the proficiency to maintain lower self-discrepancies to sustain harmony. (Hardin et al., 2007).

Characteristics of resilience promotes perseverance and determination towards personal growth.

Resilience and self regulation were statistically significant and interdependent. (Artuch-Garde et al., 2017). The literal Chinese translation of the PGIS-II was used (for which consensus was achieved) along with other scales like Ego Resilience Scale (Yang, 2014), for a correlational analysis reveal that the resilience scores correlated with all 4 subscale scores of the CPGIS-II. Research has also revealed that there is a relationship between personal growth and resilience mediated by emotional intelligence. (Kobylarczyk, 2015).

It has been seen in the literature, that no single study has been done so far that examines the variables of resilience, psychological wellbeing and personal growth initiative together, although there have been studies linking resilience and psychological wellbeing, psychological wellbeing and personal growth initiative and personal growth initiative and resilience. The novelty of this study lies in the fact that these variables have not been studied together previously on a sample of young adult students. The present study is conducted with the aim of analysing the relation between personal growth initiative, resilience and psychological wellbeing of college going students which includes bachelors of arts and BSc nursing students.

OBJECTIVES:

1. To find if there is a relationship between Resilience, Psychological wellbeing and Personal Growth Initiative in nursing and non nursing students
2. To find if there is a difference in the levels of Resilience, Psychological wellbeing and Personal Growth Initiative based on education and age

HYPOTHESES:

1. There is a correlation between Resilience, Psychological wellbeing and Personal Growth Initiative in nursing and non nursing students
2. There is a difference in the levels of Resilience, Psychological wellbeing and Personal Growth Initiative based on education and age.

MATERIALS AND METHODS:

This research is a non experimental, comparative research design between groups. The sample consisted of 248 individuals drawn from the city of Hyderabad divided into two groups on the basis of education – group one comprised of 129 B.Sc Nursing students and group two comprised of 119 Non Nursing students. The sample was also divided into two age groups – group one included 125 individuals between the ages 17-19 and group two included 123 individuals between the ages of 20-23. The sample consisted of only female students. The sampling technique was Purposive sampling.

Scales Used:

1. The Connor-Davidson Resilience Scale was used to measure resilience for this study. The CD-RISC is a 25-item self-report scale and items are rated on a five-point Likert scale and have Reliability ($\alpha = .88$ and $.89$), test-retest reliability (.87), and convergent and divergent validity.
2. Ryff's Psychological Wellbeing (RPWB) scale was developed by Ryff in 1989, comprises of 42 items where each item consists of a series of statements reflecting the six areas of psychological wellbeing i.e. autonomy, environmental mastery, personal growth, positive relations, purpose in life, and self-acceptance. It has an Internal Consistency ($\alpha = 0.70-0.84$).
3. The Personal Growth Initiative Scale II (PGIS-II) consists of sixteen items, measuring 4 different correlated dimensions which are - Readiness for Change, Planfulness, Using Resources, and Intentional Behavior. It has Strong internal consistency ($\alpha = 0.90 - 0.94$), good concurrent and discriminant validity, convergent validity, convergent validity and test retest reliability

RESULT AND DISCUSSION:

Table 1 shows that there is significant positive correlation between Total Resilience and dimensions of the Psychological Wellbeing Scale (Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in Life and

Self Acceptance) and the dimensions of Personal Growth Initiative (Readiness For Change, Planfulness, Using Resources, Intentional Behaviour and Total Mean) ($p < 0.01$). Research in the past showing a relationship between each pair of variables have been conducted. Souri (2011) and Haddadi (2010) have conducted a researches that indicated a positive correlation between Resilience and Psychological Wellbeing. According to the findings of a study conducted by Nadia (2012) there was a significant relationship between Personal Growth Initiative and Psychological Wellbeing. Similarly, research has also revealed that there is a relationship between personal growth and resilience mediated by emotional intelligence. (Kobylarczyk, 2015).

Table 1: Correlation between the three variables i.e. Resilience, Psychological Wellbeing and Personal Growth Initiative

	Resilience	READINESS FOR CHANGE	PLANFULNESS	USING RESOURCES	INTENTIONAL BEHAVIOUR	Mean PGIS	Autonomy	Environmental mastery	Personal Growth	Positive Relations	Purpose in Life	Self Acceptance
TOTAL RES	1											
READINESS FOR CHANGE	.480**	1										
PLANFULNESS	.559**	.608**	1									
USING RESOURCES	.381**	.235**	.414**	1								
INTENTIONAL BEHAVIOUR	.692**	.542**	.612**	.448**	1							
TOTAL MEAN	.591**	.659**	.713**	.671**	.664**	1						
Autonomy	.529**	.301**	.385**	.176**	.526**	.392**	1					
Environmental mastery	.501**	.229**	.277**	.230**	.495**	.333**	.418**	1				
Personal Growth	.380**	.302**	.267**	0.086	.385**	.289**	.403**	.342**	1			
Positive Relations	.342**	.255**	.240**	.274**	.354**	.347**	.206**	.400**	.333**	1		
Purpose in Life	.448**	.292**	.369**	.176**	.442**	.328**	.376**	.340**	.411**	.337**	1	
Self Acceptance	.594**	.329**	.389**	.201**	.589**	.373**	.370**	.520**	.480**	.510**	.568**	1

** Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows the differences in the levels of Resilience, psychological Wellbeing and Personal Growth Initiative among Nursing and Non Nursing students. Results of the present study show that there is a significant difference found among non nursing and Nursing students in the levels of the Personal Growth (PWB 3) dimension of Psychological Wellbeing (PWB). But there were no significant differences between the two groups in the other levels of Psychological Wellbeing i.e. Autonomy, Environmental Mastery, Positive relations, Purpose in life and Self Acceptance, in the levels of Resilience and in the levels of Personal Growth Initiative. Personal Growth (PWB 3) was shown to be higher in non nursing students than in Nursing students. The same was found on a study done by Murphy (1954) on professional progress through personal growth which showed that the personal growth in nurses is less as their study and work environment is restricted as opposed to non nursing students are faced with a lot of opportunities that not only benefit them academically but also non academically with the presence of co curricular activities that develops specialised skills, strengthens self confidence and increases exposure to new activities. Further research investigating these variables on this particular sample is recommended. Table 3: Mean, S.D. and t-test ratios showing differences in levels of RES, PWB and PGIS between the age group of 17-23 years.

Table 2 :Mean, S.D. and t-test ratios showing differences in levels of RES, PWB and PGIS between Nursing and Non-Nursing Students.

Table 1.1 showing Mean, Standard Deviation and t-test ratios of the Resilience, Personal Growth Initiative and Psychological Well Being on the basis of education of the sample.

	Non Nursing students (A) (n=119)		Nursing students (AN) (n=129)		t-ratio	sig.
	Mean	S.D.	Mean	S.D.		
TOT RES	69.66	16.943	72.81	13.75	-1.613	0.108
PWB 1	26.42	6.79	26.89	5.036	-0.624	0.533
PWB 2	26.85	4.728	27.53	4.202	-1.196	0.233
PWB 3	31.387	6.192	29.008	4.3955	3.509	0.001**
PWB 4	30.34	6.717	29.71	5.535	0.809	0.419
PWB 5	29.03	6.435	30.43	5.454	-1.843	0.066
PWB 6	28.24	8.083	29.42	5.303	-1.363	0.174
PGIS1	3.86	0.816	3.75	0.927	0.945	0.345
PGIS 2	3.67	0.922	3.68	0.91	-0.085	0.932
PGIS 3	3.25	1.159	3.43	1.116	-1.206	0.229
PGIS 4	20.18	4.644	20.9	3.82	-1.343	0.181
PGIS TOT	3.69	0.81	3.73	0.747	-0.4	0.689

TOT RES: resilience; PWB 1: Autonomy; PWB 2: Environmental Mastery; PWB 3: Personal Growth; PWB 4: Positive Relations; PWB 5: Purpose in life; PWB 6: Self Acceptance; PGIS: Personal Growth Initiative Scale; PGIS 1: Readiness for Change; PGIS 2: Planfulness; PGIS 3: Using Resources; PGIS 4: Intentional Behaviour; PGIS Tot: PGIS total Mean.

Note: * $P < 0.05$
** $P < 0.01$

Table 3 shows the differences in the levels of Resilience, psychological Wellbeing and Personal Growth Initiative among students between the age group of 17-23 years. The present study showed significant differences in levels of

Resilience between the two age groups (17-19 and 20-23 years). By analyzing the mean values it was found that the sample between the age group 17-19 had lesser levels of Resilience than the age group of 20-23. According to a study conducted by Garnefski (2002) adolescents reported coping strategies to a significantly lesser extent than adults which justifies that an older population may have more resilience. The present study also showed significant difference in the levels of Autonomy (PWB 1) between the two age groups where the age group 20-23 years had higher levels of autonomy. A study conducted by Barbara A. Oudekern et., al (2014) on the cascading development of Autonomy and relatedness from adolescence to adulthood indicated that individuals above the age range of 21 showed greater levels of autonomy. It often appears that people learn to strive for more autonomy as they grow older (Sheldon & Kasser, 2001). Results of the present study also show significant differences in Purpose in life (PWB 5) between the two age groups where the levels of PWB 5 were higher in the older age group of 20-23 years. This study findings also concurs with a study by Ludban (2015) where the older population scored significantly higher levels in purpose in life than the younger population. A high score indicates that the older sample had more feelings of continued development and had goals in life and a sense of self directedness. Over the years young people face new situations and events and try to interpret and organize their experiences by identifying important aspects of their personal life and social life, and they discover deeper meanings and more purpose in their lives (Krok, 2017). Another significant difference that was found on the basis of age in the levels of Self Acceptance (PWB 6). The age group of 20-23 indicated higher levels of Self acceptance. This could be because as a person grows older they become more aware of their strengths and weaknesses and starts to acknowledge all aspects of themselves and begin to realize and accept their worth. Finally, the last significant difference on the basis of age in this study was found in the levels of Intentional Behaviour (PGIS 4). The results of the same was seen in a study conducted by Robitschek, C. (2014) which showed that the older sample has higher levels of intentional behaviour. A plausible reason could be because as people grow older they become more goal oriented and develop strategies to achieve its end. The rest of the dimensions showed no significant difference in the two age groups i.e. levels of three dimensions of Psychological Well-being (PWB) i.e. Environmental Mastery, Personal Growth and Positive Relations and three dimensions of Personal Growth Initiative (PGIS-II) : Readiness for Change, Planfulness and Using Resources and the total mean of the PGIS-II dimensions.

Table 3: Mean, S.D. and t-test ratios showing differences in levels of RES, PWB and PGIS between the age group of 17-23 years.

Table 2.1 showing Mean, Standard Deviation and t-test ratios of the Resilience, Personal Growth Initiative and Psychological Well Being based on age (17-23 years) of the sample.

	Age (17-19) (n=125)		Age (20-23) (n=123)		t-ratio	sig.
	Mean	S.D.	Mean	S.D.		
TOT RES	68.95	16.53	73.69	13.852	-2.445	0.015*
PWB 1	25.85	6.159	27.5	5.602	-2.203	0.029*
PWB 2	26.92	4.55	27.49	4.378	-1.001	0.318
PWB 3	29.96	5.816	30.34	5.076	-0.55	0.583
PWB 4	29.41	6.3	30.62	5.907	-1.56	0.12
PWB 5	28.45	6.134	31.09	5.519	-3.563	0.000**
PWB 6	27.65	7.533	30.08	5.72	-2.862	0.005**
PGIS1	3.74	0.932	3.86	0.813	-1.06	0.29
PGIS 2	3.6	0.925	3.76	0.899	-1.347	0.179
PGIS 3	3.28	1.175	3.41	1.1	-0.875	0.382
PGIS 4	19.92	4.557	21.2	3.808	-2.389	0.018*
PGIS TOT	3.64	0.766	3.78	0.784	-1.427	0.155

TOT RES: resilience; PWB 1: Autonomy; PWB 2: Environmental Mastery; PWB 3: Personal Growth; PWB 4: Positive Relations; PWB 5: Purpose in life; PWB 6: Self Acceptance; PGIS: Personal Growth Initiative Scale; PGIS 1: Readiness for Change; PGIS 2: Planfulness; PGIS 3: Using Resources; PGIS 4: Intentional Behaviour; PGIS Tot: PGIS total Mean.

Note: *P<0.05

**p<0.01

CONCLUSION:

The purpose of this study was to explore if there is a significant relationship between Resilience, Psychological Wellbeing and Personal Growth Initiative among the two samples, nursing and non nursing students. Significant correlation was found between the three variables. These results emphasize the importance of resilience, psychological wellbeing and personal growth initiative in college going students.

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